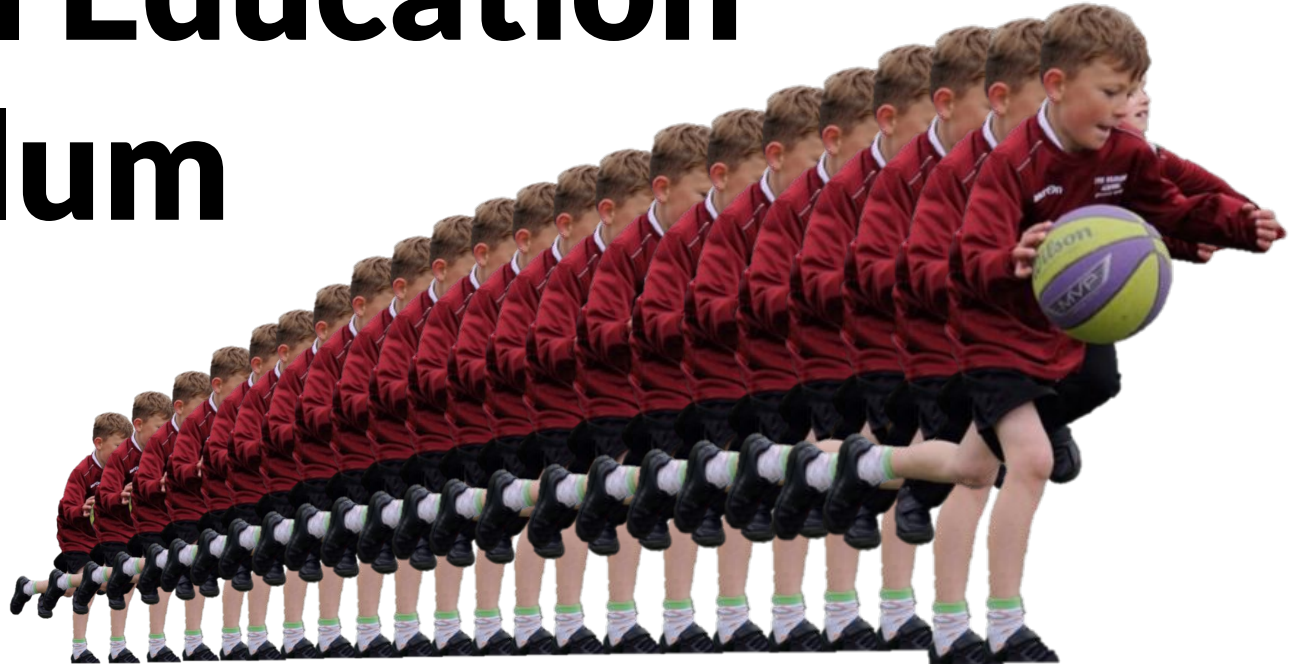


Fulbridge Academy Physical Education Curriculum



Fulbridge Academy



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Mission Statement

We want our children to leave us with the ability to live the rest of their lives as healthy, free moving individuals with a love of exercise and sport.





PE Curriculum Statement of Intent

At Fulbridge Academy, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles and making a positive impact on physical, mental and social health. The intent of our PE curriculum is to provide all students with high quality PE and sport provision. It is our vision for every child to succeed and achieve their potential as well as to lead physically active lifestyles beyond their years of education. We strive to inspire our students through fun and engaging PE lessons that are enjoyable , challenging and accessible to all. We want our young people of Fulbridge Academy to appreciate the benefits of a healthy and active lifestyle. Through our teaching of PE, we will instill our core values and transferable life skills such as resilience and mutual respect as well as providing them with opportunities to take part in competitive sport through our extensive extra-curricular programme.

Our extra-curricular programme is open to all our students to attend on a competitive and social basis, which is run throughout the academic year and for those wishing to play competitively have further opportunities to represent the school locally, regionally and nationally in various sporting activities.

Spiritual, Moral, Social & Cultural Education in PE



Spiritual education involves students developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings through movement, action and transition. This occurs within the Fulbridge Academy PE department through a well-balanced PE curriculum where students are able to explore many sporting activities and also take on many different roles within sport such as a leader, coach or official. The PE department offers an extensive extra-curricular programme, accessing local club links within the community to provide the students with tailored coaching and expertise sporting drills.

Moral education in PE concerns students having the opportunity to understand how PE can influence their healthy living and lifestyle. PE highlights the advantages of health and lifestyle through team sports and health related fitness. Students are also able to understand the rules of activities and the reasons why they need to abide them and understand what fair play is. Within the PE department students are challenged to increase their personal levels of fitness and to understand the benefits of this. Each lesson students are shown and told the rules of all activities they do and taught to abide by these rules.

Social education involves students having the opportunity to work as a team, as well as reflect on feelings or determination and enjoyment. The PE department provides a varied and balanced curriculum. This gives students the opportunity to work together as a team and work on communication and leadership skills. Students are always encouraged to give 100% during PE lessons and the department has a strong ethos on encouraging others during lessons.

Cultural Education in PE means students are given the opportunity to learn games from different traditions, including their own as well being able to appreciate the differences between male and female roles within sport. The students at Fulbridge Academy have the opportunity to learn many sporting activities, which originated from this country and also others. The students are given the opportunity to compete against other schools locally in a variety of sports. This often means the students absorbing themselves into different cultures from around the country and learning respect for these cultures.

Examples Of Spiritual, Moral, Social & Cultural Education In PE



Students reflecting on values surrounding competition which includes etiquette, sportsmanship and fair play.

Students learning to handle success and defeat with dignity.

Students being introduced to tactics and strategies in sport.

Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules.

Students becoming aware of different cultural attitudes towards aspects of physical activity.

Students challenged to increase their personal fitness and know the role in society of being healthy and active and free from illness/ disease.

Students learn that sport has rules to keep people safe as does society for the same reason.

Students challenged to give 100% effort in lessons and have an ethos of encouraging others as they should in life.

Students are taught to believe in themselves and what they can achieve if they have a 'can do' attitude.

Promoting The British Values In PE



Democracy

Students know how to behave in PE in a way that is acceptable socially. Students understand and accept the roles of captain, vice captain, team players, coaches and officials.

Students have opportunities to work individually and in teams, making informed choices.

Students are fully engaged in lesson.

The extra-curricular programme is inclusive and activities are well attended.

The Rule of Law

Students can play within the rules across sporting activities.

Students can understand the need for rules, adhere to them and can develop rules for activities that they have opportunities to create themselves.

Students adhere to and understand the rules for safety of themselves and their peers.

Students can solve problems on their own or with others working collaboratively.

Students demonstrate good social skills outside of their friendship groups.

Students know and adhere to the rules and social etiquette related to any type of competition.

Individual Liberty

Students respect individual differences and are confident to express their opinions and respect others' views

Students are able to make judgements about their own and others' performances

Students feel safe in curricular and extracurricular activities and during off site visits.

Mutual Respect and Tolerance

Students avoid to stereotype groups, which can be evident through the inclusion of all students studying an extensive range of sporting activities.

Students can articulate their own beliefs.

Students respect PE equipment and school buildings/ facilities.

Students can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.

Core Principles

Skill based curriculum

Repetition

High Challenge

Play / Practice

Lesson / Curriculum Alignment

Blending the Four corners of our Holistic Intelligences

Decision making / Problem Solving / Risk Taking



Fulbridge Academy





Key Stage 1 Statement

By the end of key stage one pupils should have developed fundamental movement skills, become increasingly competent and confident at these. They will have had access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive both against themselves and against others and cooperative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to master the basic movements, including running, jumping, throwing and catching, as well as developing agility, balance and coordination, and begin to apply these in a range of activities.

They will have started to participate in team games, developing simple tactics for attacking and defending.

We achieve this through the structure of our lessons and the lesson format. We use activities such as soft play in the early years curriculum to enhance the children's fundamental movement skills. We also introduce them to a wide range of Invasion games to develop their awareness of space and their ability to change direction. We use a wide range of equipment to create activities and games to help them develop on the core skills such as throwing, catching, bouncing and rolling.



Key Stage 2 Statement

By the end of key stage two pupils should be continuing to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will also develop an understanding of how to improve in different physical activities and sports, and learn how to evaluate their own success.

Pupils will be taught to use running, jumping, throwing and catching in isolation and in combination. They will be comfortable playing competitive games and apply basic principles suitable for attacking and defending. They will develop in the core areas of flexibility, strength, technique, control and balance. They will have developed the ability to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

They will have gained water confidence within swimming and hopefully of achieved the ability to competently and proficiently swim for at least 25 metres.

We achieve this by giving the pupils exposure to a wide range of sports and challenge them to link skills within these sports such as dribbling to pass or dribbling to shoot. Within the lessons children are encourage to think about how they are performing and what they need to change to make the skill easier for them. This could be the weight in which they pass the ball or their ability to use disguise when dribbling. We use our transferable skills to allow all children to see how certain skills in sport are the same and all that changes is the equipment that they use.

Areas of Physical Education



Invasion

Invasion lessons are part of our games program. In these lessons children will work on skill specific sports. They will be taught the principles of dribbling, running with the ball, passing, shooting and creating space. All of these principles can be transferred into all sports preparing them for their years to come in Physical Education.

Sports that may be used to teach these skills in this section are:

Basketball, Netball, Hockey, Football, Tag Rugby, Handball, Dodgeball

Striking

Striking lessons are also part of our games program. In these lessons children will work on skill specific sports. They will be taught the principles of striking the ball with varied equipment. They are also taught the skill of throwing and catching within these sports. All of these principles can be transferred into all sports preparing them for their years to come in Physical Education.

Sports that may be used to teach these skills in this section are:

Cricket, Tennis, Rounders, Table Tennis, Volleyball, Badminton

Areas of Physical Education



Multi Skills

Multi skills is taught to our younger ages. In this phase we work a lot around children's ABC's (agility, balance and coordination). This phase still has a big focus on play in the way we structure the lessons. The lessons will use fun games to introduce the children to invasion and striking lessons.

Gymnastics

Within gymnastics we teach a skills approach focusing on gymnastic moves to help develop children's movement. Each phase of their development has a different set of progressive skills for them to work through and hopefully master. These skills can be revisited or progressed at each phase if certain children need more time to practice certain skills or move on if they have mastered skills quickly.

Swimming

Teaching swimming is a government requirement for all primary schools. By the end of Key Stage 2 we need to get as many children as possible swimming confidently over 25 metres or more across different strokes. Within the swimming lessons we take a strong focus on teaching the 3 core strokes (Front Crawl, Backstroke, Butterfly) to make sure children are confident in each of them.



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Curriculum Map

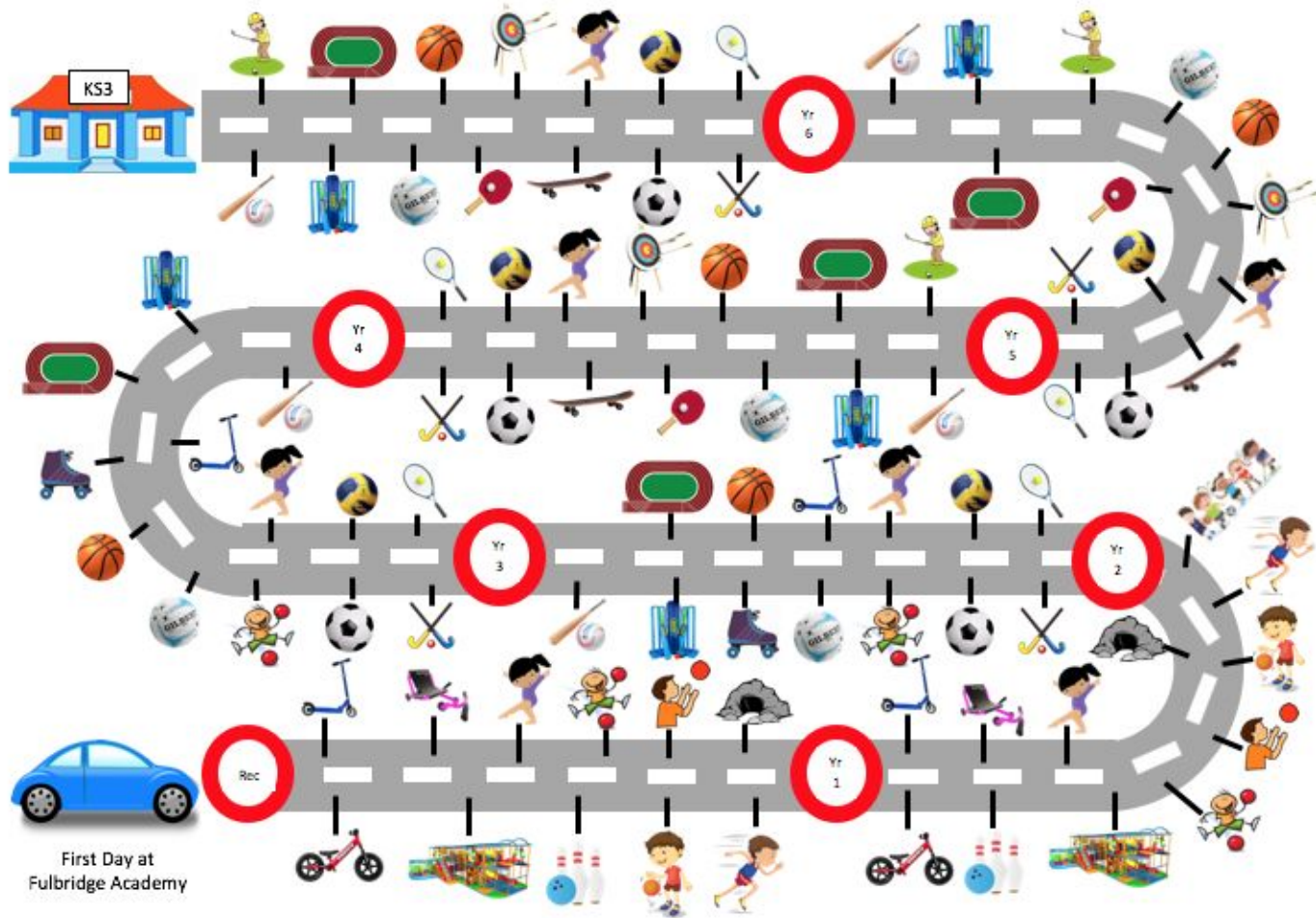


Do you know a place that makes you long for childhood?



Fulbridge Academy

The Fulbridge Journey



First Day at Fulbridge Academy

Curriculum Map - FUNdamentals



	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6
Reception	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Gymnastics Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	Athletics Sports Day
Year 1	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Gymnastics Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	FUNdamentals A,B,C's Striking Invasion Throwing & Catching Rolling Accuracy	Athletics Sports Day

Curriculum Plan - Brilliant Basics



	BLOCK 1	BLOCK 2	BLOCK 3	BLOCK 4	BLOCK 5	BLOCK 6	
YEAR 2	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	ABC's Invasion game Throwing Skill linked to a sports Striking Accuracy	Athletics Sports Day Prep

Curriculum Plan - Skill Development



	BLOCK 1			BLOCK 2			BLOCK 3		
YEAR 3	Tennis	Hockey	Volleyball	Football	Table Tennis	Basketball	Boxing	Gymnastics	Fitness
Week 1	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Strength
Week 2	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Cardio
Week 3	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Strength
Week 4	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Cardio
Week 5	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Strength
Week 6	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Cardio
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Skill Progression



	BLOCK 4			BLOCK 5			BLOCK 6		
YEAR 3	Roller Skating	Netball	Handball	Skateboards	Tennis	Volleyball	Athletics	Cricket	Rounders
Week 1	Learn to skate	Passing	Dribbling	Learn to skate	Forehand	Dig	Throwing	Batting - Singles	Gameplay
Week 2	Learn to skate	Shooting	Passing	Learn to skate	Backhand	Set	Jumping	Bowling - Doubles	Gameplay
Week 3	Learn to skate	Gameplay	Shooting	Learn to skate	Serve	Serve	Races	Fielding - Fourway	Gameplay
Week 4	Learn to skate	Passing	Dribbling	Learn to skate	Forehand	Dig	Batting - Singles	Batting - Singles	Gameplay
Week 5	Learn to skate	Shooting	Passing	Learn to skate	Backhand	Set	Bowling - Doubles	Bowling - Doubles	Gameplay
Week 6	Learn to skate	Gameplay	Shooting	Learn to skate	Serve	Serve	Fielding - Fourway	Fielding - Fourway	Gameplay
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Skill Progression



	BLOCK 1			BLOCK 2			BLOCK 3		
YEAR 4	Tennis	Hockey	Volleyball	Football	Table Tennis	Basketball	Boxing	Gymnastics	Fitness
Week 1	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Strength
Week 2	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Cardio
Week 3	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Strength
Week 4	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Cardio
Week 5	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Strength
Week 6	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Cardio
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Skill Progression



Fulbridge Academy

	BLOCK 4			BLOCK 5			BLOCK 6		
YEAR 4	Archery	Netball	Handball	Skateboards	Tennis	Volleyball	Athletics	Cricket	Rounders
Week 1	Shooting Safely	Passing	Dribbling	Learn to skate	Forehand	Dig	Throwing	Batting - Singles	Gameplay
Week 2	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Jumping	Bowling - Doubles	Gameplay
Week 3	Learn to shoot	Gameplay	Shooting	Learn to skate	Serve	Serve	Races	Fielding - Fourway	Gameplay
Week 4	Learn to shoot	Passing	Dribbling	Learn to skate	Forehand	Dig	Batting - Singles	Batting - Singles	Gameplay
Week 5	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Bowling - Doubles	Bowling - Doubles	Gameplay
Week 6	Competition	Gameplay	Shooting	Learn to skate	Serve	Serve	Fielding - Fourway	Fielding - Fourway	Gameplay
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Skill Progression



	BLOCK 1			BLOCK 2			BLOCK 3		
YEAR 5	Tennis	Hockey	Volleyball	Football	Table Tennis	Basketball	Boxing	Gymnastics	Fitness
Week 1	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Strength
Week 2	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Cardio
Week 3	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Strength
Week 4	Forehand	Dribbling	Dig	Dribbling	Forehand	Dribbling	Jabs	Handstands/ Headstands	Cardio
Week 5	Backhand	Passing	Set	Passing	Backhand	Passing	Hooks	Cartwheels	Strength
Week 6	Serve	Shooting	Serve	Shooting	Serve	Shooting	Uppercuts	Jumping	Cardio
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Skill Progression



	BLOCK 4			BLOCK 5			BLOCK 6		
YEAR 5	Archery	Netball	Handball	Skateboards	Tennis	Volleyball	Athletics	Cricket	Rounders
Week 1	Shooting Safely	Passing	Dribbling	Learn to skate	Forehand	Dig	Throwing	Batting - Singles	Gameplay
Week 2	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Jumping	Bowling - Doubles	Gameplay
Week 3	Learn to shoot	Gameplay	Shooting	Learn to skate	Serve	Serve	Races	Fielding - Fourway	Gameplay
Week 4	Learn to shoot	Passing	Dribbling	Learn to skate	Forehand	Dig	Batting - Singles	Batting - Singles	Gameplay
Week 5	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Bowling - Doubles	Bowling - Doubles	Gameplay
Week 6	Competition	Gameplay	Shooting	Learn to skate	Serve	Serve	Fielding - Fourway	Fielding - Fourway	Gameplay
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Teaching Game for Understanding



Fulbridge Academy

	BLOCK 1			BLOCK 2			BLOCK 3		
YEAR 6	Tennis	Volleyball	Hockey	Football	Table Tennis	Basketball	Boxing	Gymnastics	Fitness
Week 1	Forehand Singles	Dig	2v2	2v2	Forehand	2v2	Jabs	Handstands/Headstands	Strength
Week 2	Backhand Doubles	Set	2v2	2v2	Backhand	2v2	Hooks	Cartwheels/Around Offs	Cardio
Week 3	Serve Singles	Serve	3v3	3v3	Serve	3v3	Uppercuts	Bridges/Walkovers	Strength
Week 4	Forehand Doubles	Dig	3v3	3v3	Forehand	3v3	Jabs	Handstands/Headstands	Cardio
Week 5	Backhand Singles	Set	5v5	5v5	Backhand	5v5	Hooks	Cartwheels	Strength
Week 6	Serve Doubles	Serve	5v5	5v5	Serve	5v5	Uppercuts	Bridges/Walkovers	Cardio
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Teaching Game for Understanding



	BLOCK 4			BLOCK 5			BLOCK 6		
Year 6	Archery	Netball	Handball	Skateboards	Tennis	Volleyball	Athletics	Cricket	Rounders
Week 1	Shooting Safely	Passing	Dribbling	Learn to skate	Forehand	Dig	Throwing	Batting - Singles	Gameplay
Week 2	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Jumping	Bowling - Doubles	Gameplay
Week 3	Learn to shoot	Gameplay	Shooting	Learn to skate	Serve	Serve	Races	Fielding - Fourway	Gameplay
Week 4	Learn to shoot	Passing	Dribbling	Learn to skate	Forehand	Dig	Batting - Singles	Batting - Singles	Gameplay
Week 5	Learn to shoot	Shooting	Passing	Learn to skate	Backhand	Set	Bowling - Doubles	Bowling - Doubles	Gameplay
Week 6	Competition	Gameplay	Shooting	Learn to skate	Serve	Serve	Fielding - Fourway	Fielding - Fourway	Gameplay
Week 7	Tournament Week			Tournament Week			Tournament Week		

Curriculum Plan - Tournament Weeks



At the end of each block years 3 to 6 finish with a Tournament week. This gives every child from these year groups the opportunity to take part in 6 intra school competitions each year.

Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Hockey	King Ball	Dodgeball	Nerf Wars	Football	Rounders



Fulbridge Academy

Assessment



Assessment Against Skill Progression



All children are assessed against each area of the skill progression. They are then marked at what level they are at within their own development journey. Teacher's then use this data to help plan for the groups and individuals knowing what children need more support and which children need progression within lessons.

Moderation

Staff video children that are at expected performing a selected skill and staff use this to aid with assessment, with staff CPD, consistency in teaching and alignment in what a at expected child looks like.

Moderation

WHAT?

- What makes X better than Y?
- What is it about this pupil's work that I like?
- What do these pupils all do?



1

Identify strengths and barriers in pupil work.



2

Identify commonalities and differences in pupil work.



3

What teaching methods would or have achieved these?



4

Discuss changes to your current teaching practice.



5

Peer observations/focus for next moderation.

WHY?

- What do I/they do differently?
- What impact does this have?
- What can I learn?

HOW?

- What can I do to improve my practice?
- How can I ensure the pupils in my class achieve?



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Skill Progression Maps



Movement Transferable Skills Progression Map



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Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Agility	Moves in an area avoiding other children.	Moves within an area avoiding other children at pace.	Get away from other children within an area whilst playing a chase game.	Show good agility to get away or go past a defender within a 1v1 situation.	Recognise where space is and make movements using a change of speed and direction to get themselves into the space identified.	Start to apply different ways they can change direction or speed to get past or away from defenders using body feints.	Show good agility to get away or past defenders and how this can be used in a game environment to allow them to receive the ball in space.
Balance	Moves at different speeds within an area and maintain balanced.	Moves at different speeds and directions whilst maintaining their balance.	Maintain balanced whilst moving at speed and stopping to; catch, throw or strike an object.	Maintain balanced whilst moving and being able to; catch, throw or strike an object without stopping their movement.	Maintain balanced whilst moving at pace and being able to; catch, throw or strike an object without stopping their movement.	Have the strength to balance whilst they; throw, catch or strike an object in a game, with the pressure of an opposition, trying to take the object from them.	Recognise the amount of strength needed to stay balanced whilst being pressured by different opponents whilst they; throw, catch, throw or strike an object.
Coordination	Coordinate basic movements such as, walking, running, jumping in different environments.	To link multiple movements together in a sequence.	Make a movement stop and then make an action e.g. a throw or catching an object.	Coordinate a action as well as a movement at the same time such as running and throwing a ball.	Coordinate a action as well as a movement at the same time with pace such as running and throwing a ball.	Coordinate a movement and an action at the same time whilst having their head up looking at where their teammates are or opponents are.	Coordinate a movement and action at the same time whilst performing the action with good quality and applying this to a range of activities.

Invasion Transferable Skills Progression Map



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Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Passing	To be able to throw/ strike or roll a ball in the direction of a partner or target.	Roll or throw/ strike a ball in the direction of a partner with more accuracy.	Throw/ strike or roll the ball in the direction of a partner and they are able to get their body behind the ball to attempt to receive the pass.	Throw/ strike or roll the ball to a partner and for their partner to be able to receive the ball.	Make a pass over different distances and start to look at passing into space , as well as to a teammate.	Start to apply different passing techniques within a game identifying when to pass to a teammate or when to pass into space.	Select the right type of pass and weight of pass to use in a game environment.
Dribbling	To be able to move with a ball in a straight line.	Moves with a ball in a straight line trying to keep the ball as close to them as they can.	Dribble their ball within an area changing their direction.	Dribble their ball within an area changing their direction. Whilst keeping the ball under control.	Attempt to dribble past an opponent without being tackled. Showing a change of direction. Whilst keeping the ball under close control.	Dribble past an opponent showing a change of pace and direction and also introducing disguise in their dribble.	Select when and where to dribble within a game and show the correct technique in doing so.
Shooting	To be able to throw/ strike or roll a ball in the direction of a target.	Throw/ strike or roll a ball in the direction of a target with more success.	Use accuracy in their shot by selecting a part of the net/ goal to aim for.	Start to use accuracy in their shot by selecting a part of the net/ goal to aim for. With more success.	Use accuracy and consistency in their shot at a goal/ net past a defender or goalkeeper.	Use their accuracy and speed of release to score past a defender or goalkeeper.	Make a decision on what type of shot to use depending on the position of the goalkeeper or defender.
Game Play	Able to stay inside a playing area.	Identify which way they need to score.	Understanding what happens when the ball goes out of play.	Start to gain understanding of how they create space as an individual.	Start to understand how to create space as a team.	Start to understand attacking principles and defending principles.	Understand attacking principles and defending principles.

Striking Transferable Skills Progression Map



Fulbridge Academy

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Striking	To hit a larger ball off a tee.	Hit different sized balls of a tee.	Strike a moving ball served by a partner.	Strike a ball that is served to them in the air from a partner.	Hit a ball served to them in a chosen direction.	Hit a ball consistently when served in a chosen direction and start to recognise where space is.	Recognise in a game where space is and hit the ball into the spaces.
Throwing	To be able to throw a ball from their chosen hand.	Throw a ball towards a partner or target.	Throw a ball towards a partner or target with accuracy.	Throw the ball with both accuracy and pace to a target.	Throw the ball towards a teammate or target to attempt to get them out.	Recognise where to throw the ball to either a player on their team or a target to get an opponent out.	Recognise where to throw the ball to either a player on their team or a target to get an opponent out with pace and accuracy.
Catching	To be able to catch a scarf or large ball when thrown as an individual.	Catch a scarf or large ball when it is thrown to them by a partner.	Catch a small ball when thrown as an individual or by a partner.	Catch a range of different sized balls when thrown from a larger distance.	Catch a ball when it is thrown or hit from a bigger distance.	Position themselves ready to attempt to catch a ball when it has been thrown and hit with pace over a big distance.	Catch a ball when it has been thrown or hit with pace over a big distance.
Game Understanding	To recognise a playing area.	Begin to recognise where to stand when fielding and where to run to score points.	To know where to stand when fielding and to know where to run to score points.	Start to understand how to score points and stop opponents scoring.	Understand how to score points and stop opponents scoring.	Start to understand how to position themselves as an individual and a team to field the pitch. To be able to work as a team to score as many points as they can.	Understand how to position themselves as an individual and a team to field the pitch. To be able to work as a team to score as many points as they can.

Gymnastics Progression Map



Fulbridge Academy

Reception	Jumping	Landing	Turning	Rolling	Teddy Bear Rolls
	Children to explore different types of jumps.	Children taught how to land with the correct technique.	Children taught how to spot when turning.	Children to explore different ways they can roll.	Children introduce to a teddy bear roll.
Year 1	Jumping	Landing	Turning	Rolling	Teddy Bear Rolls
	Children to be taught techniques of specific jumps.	Children taught how to land with the correct technique.	Children taught how to spot when turning.	Children taught the technique of a log roll and forwards roll.	Children taught how to roll in both directions.
Year 2	Rolling	Balances	Bridges	Front Support	Back Support
	Children taught the technique of a forwards roll and introduce to a backwards roll.	Children taught how to hold a balance on different number of points.	Children introduced to how to hold themselves in a bridge position.	Children taught the correct technique for a front support.	Children taught the correct technique for a back support.
Year 3	Rolling	Paired/ Group Balances	Bridges	Shoulder Stand	Paired Teddy Bear Rolls
	Children taught the technique of a forwards and backwards roll.	Children given balances to do either in a pair or small group.	Children are expected to hold themselves in a bridge using the correct technique.	Children taught the correct technique of a shoulder stand.	Children taught how to perform a paired teddy bear roll.

Gymnastics Progression Map



Year 4	Handstands	Headstands	Cartwheels	Finishing Moves	
	Children taught a tucked handstand.	Children taught how to do a tucked headstand.	Children introduced to the technique of a cartwheel	Children showed how to finish moves neatly.	
Year 5	Handstand	Headstands	Cartwheels	Finishing Moves	
	Children taught how to do a handstand with straight legs.	Children taught how to do a headstand with straight legs.	Children are expected to be able to perform a cartwheel.	Children taught how to finish a move to lead into another move.	
Year 6	Round Offs	Full Back To Bridge	Forwards Walkover	Backwards Walkover	Sequences
	Children introduced to the technique of a round off.	Children introduce to the technique of a fullback to bridge.	High ability children are challenged with the technique of a forwards walkover.	High ability children are challenged with the technique of a backwards walkover.	Children are asked to start to link different gymnastic moves together to create a sequence.

Gymnastics vocabulary



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Words to describe body shapes that can be used in rolling, jumping and balancing activities.

Star Tuck Pike Dish

Straight Straddle Arch

Words to describe actions and movements.

Roll Jump Balance Curl

Stretch Turn Twist Spin

Words to describe types or speed of movement.

Run Step Spring Hop Skip Leap Landing

Turn Fast Slow Quick Travel Dynamic

Words to describe body and spatial management.

Stillness Space Balance Links

Sequence Control Tension Relaxation

Words to describe direction and location.

Upwards Downwards Forwards Backwards Sideways

Circle Close Under Over Above Along Across

Against On Off



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Early Learning Goals



Physical Development

Physical development Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

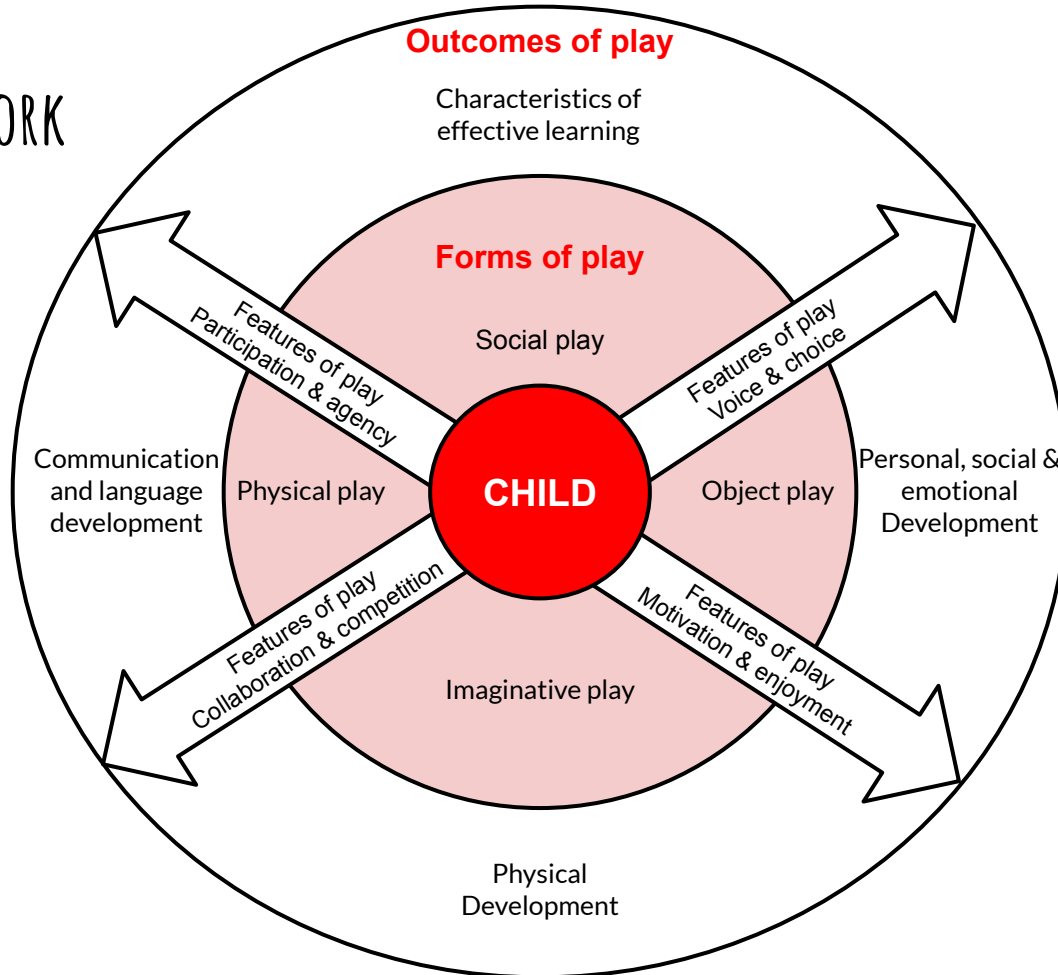




THE PLAY FRAMEWORK

3 step structure

1. Forms of play
2. Features of play
3. Outcomes of play





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Lesson Structures



Lesson Structures for 1:12 & 1:15 Ratio



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Classes either split into 5 groups of 12 or 4 groups of 15.
Groups rotate around all activities spending 10 minutes on each

FUNDamentals = 1 x 90 minute lessons each week.
Brilliant Basics = 1 x 90 minute lessons each week.

FUNDamentals Phase (Reception & Year 1)

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6	Station 7	Station 8
A,B,C's Focus	Striking Focus	A,B,C's Focus	Throwing & Catching Focus	Accuracy Focus	A,B,C's Focus	Rolling Focus	Invasion Focus

Brilliant Basics Phase (Year 2)

Station 1	Station 2	Station 3	Station 4	Station 5	Station 6	Station 7	Station 8
A,B,C's Focus	Invasion game	Dribbling skill	Throwing & Catching Focus	Shooting Skill	Invasion Game	Passing skill	Accuracy Focus

Lesson Structures for 1:20 Ratio



Classes are split into 3 and spend 30 minutes on each activity.

Skill Mastery = 1 x 90 minute lesson each week
 Teaching Games For Understanding = 1 x 90 minute lesson each week.

Skill Development (Year 3)								
Station 1 - 30 min			Station 2 - 30 min			Station 3 - 30 min		
Dribbling	Passing	Shooting	Dribbling	Passing	Shooting	Dribbling	Passing	Shooting

Skill Progression (Year 4 & 5)								
Station 1 - 30 min			Station 2 - 30 min			Station 3 - 30 min		
Skill unopposed	Skill opposed	Game	Skill unopposed	Skill opposed	Game	Skill unopposed	Skill opposed	Game

Game Changers Phase (Year 6)		
Station 1 - 30 min	Station 2 - 30 min	Station 3 - 30 min
Sport 1 - Skill into Game	Sport 1 - Skill into Game	Sport 2 - Skill into Game



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Child Development



Age - specific issues



Learning Environment

Teachers should prioritise 'learning' in their lessons, creating a stimulating, interesting and challenging environment for children to enjoy physical education. Teachers should be aware of the unique ways in which children learn, and understand the importance of effective communication and how to develop a young child's motivation and self esteem.

Creativity

Young children should be encouraged to be creative and expressive in their play. Teachers should create an environment where players are confident to experiment with their skills and techniques during games and game related practice.

Space and time

Lessons should encourage children to develop their 'off the ball' movement and decision making. The design of lesson should challenge children to 'scan', 'assess' and 'anticipate' the movement of the ball, team mates and opposition. Monitoring the game in this way will help children improve their sense of awareness and understanding of space and time, which in turn will improve their decision making and technical execution.

Age - specific issues



Learning through Games

Developing game understanding and decision making should be encouraged in this phase of their development. Pupils should be given lots of opportunity to take part in game related practice, with teacher's challenging children to solve problems within small sided games. During lessons, children should be encouraged to play in lots of different positions in order to help develop their game understanding.

Fundamental Movements

Children under the age of 11 have a 'window of opportunity' to build a strong foundation of movement skills. Agility, balance, coordination and speed are key areas to be developed. Developing these movements during this age will provide a solid foundation for more specialised skills that will follow at secondary school.

Technical Development

Children in this age group should be given lots of opportunity to develop their individual technique and master the ball. Where possible, technical development should be incorporated into game related practice. Where extra support is required teachers should design challenging and exciting 'unopposed' practices, incorporating distraction and interference to add to the realism of the practice. Teachers should regularly evaluate a child's progress, encouraging unopposed individual technique work if required.



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Principles of Play



Key Principles In Possession



Creating Space

As an individual – moving so you are in a space to impact a game on or off the ball.

As a team – the whole team spreads out high and wide on the pitch to allow there to be spaces for players to move into to receive the ball.

Support

The ability of a team to provide passing outlets for the player in possession and is the key to all ball retention.

Effective support play is dependent on outlets being at the correct angle, distance, and being available at the appropriate time.

Penetration

The intelligent use of possession, support and movement to enter scoring areas with accuracy, timing and often deception.

Improvisation (Invention)

The individual and combined activity of players to perform unexpected skills that often eliminate opponents at appropriate moments in the game.

Key Principles Out Of Possession



Delay

Reducing time, space and opportunities for opponents to penetrate the defence and gain entry into goal scoring opportunities.

Depth

Reduce opportunities for the opposition to pass to, run in anticipation of passes to the back of the defence.

Concentration (Compactness)

The grouping of players around the ball and specifically the placement of players between the ball and the goal in numbers to reduce options to penetrate the defensive team structure.

Balance

The capability of a team to cover significant spaces that may be used by opponents in build up play, when not engaged in pressing, challenging, marking, covering or tracking duties.

Control and Restraint

The adoption of composure, awareness and sound judgement, allied to understanding priority, responsibility and risk.



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Transferable Skills



Key Transferable Skills - Movement

Agility

Agility is the ability to change the direction of the body efficiently and effectively.

Balance

Static Balance - ability to retain the centre of mass above the base of support in a stationary position.

Dynamic Balance - the ability to maintain balance with body movement.

Coordination

The ability to control the movement of the body in cooperation with the body sensory functions e.g. catching a ball (ball, hand and eye coordination).

Key Transferable Skills - Invasion



Dribbling

Change of pace – Slow to fast

Change of direction – Shifting body weight, pushing off standing foot

Disguise – Using your body to trick your opponent into what you are going to do with the ball.

Ball Control – Keeping the ball close to them.

Running with the ball

Ball Control - Slightly bigger/ heavier touches.

Acceleration - Show good pace when running into space with the ball.

Key Transferable Skills - Invasion



Passing

Weight of pass – Using the right pressure so the pass reaches its destination and is able to be controlled easily by the receiver

Type of pass – Selecting the correct pass to use so it reaches its destination

Shooting

Accuracy – Selecting an area of the net/ goal to aim into with your shot.

Speed of release – Do you have time to shoot or have you got to shoot quickly because of incoming defender?

Choice of finish – Whether to use power or placement. What shooting technique do you use? i.e. what surfaces can you use?

Key Transferable Skills - Striking



Striking

Eyes on ball - Maintain eye contact with the ball or object they are trying to hit.

Body Rotation - Shoulder, hip and foot rotation as they connect with the ball or object.

Accuracy - Selecting an area of the field/ court to aim into with your shot.

Throwing

Type of throw – Selecting the correct throw to use so it reaches its destination.

Weight of throw – Using the right pressure so the throw reaches its destination and is able to be controlled easily by the receiver.

Catching

Eyes on ball - Maintain eye contact with the ball or object they are trying to catch.

Set Position- Move to get their body behind the ball to help secure the catch.

Type of catch - Do they need to catch the ball 1 or 2 handed.

Timetable



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Physical and Emotional Health

WEEK A&B	Mon 1	Tues 2	Wed 3	Thurs 4	Fri 5
Before School					
8.45 - 10.15	(4) Yale (4) Oxford	(5) Imperial (5) Harvard	(3) Rashford (3) Angelou	(6) Silverstone (6) Lord's	Reception
10.15 - 10.30					
10.30 - 12.00	(4) Kyoto (4) King's	(5) Cambridge (5) Osaka	(3) Attenborough (3) Cavell	(6) Wembley (6) Wimbledon	
12.15 - 1.15					
1.15 - 2.45	(2) Mandela (2) Williams	(1) Pixar (1) Broadway	(2) Obama (2) Parks	(1) Hollywood (1) Universal	
2.45 - 3.15					
After School					



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The Four Cs
Curiosity Confidence Courage Constancy